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THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

June
1941

VOLUME 27
NUMBER 10

What's a Flag

What's a Flag? What's the love of country for which it stands? Maybe it begins with love of the land itself. It is fog rolling in with the tide at Eastport, or through the Golden Gate and among the towers of San Francisco. It is the sun coming up behind the White mountains, over the Green, throwing a shining glory on Lake Champlain and above the Adirondacks. It is the storied Mississippi rolling swift and muddy past St Louis, rolling past Cairo, pouring down past the levees of New Orleans. It is lazy noontide in the pines of Carolina, it is a sea of wheat rippling in Western Kansas, it is the San Francisco peaks far north across the glowing nakedness of Arizona, it is the Grand Canyon and a little stream coming down out of a New England ridge, in which are trout.

It is men at work. It is the storm-tossed fishermen coming into Gloucester and Provincetown and Astoria. It is the farmer riding his great machine in the dust of harvest, the dairyman going to the barn before sunrise, the lineman mending the broken wire, the miner drilling for the blast. It is the servants of fire in the murky splendor of Pittsburgh, between the Allegheny and the Monongahela, the trucks rumbling through the night, the locomotive engineer bringing the train in on time, the pilot in the clouds, the riveter running along the beam a hundred feet in air. It is the clerk in the office, the housewife doing the dishes and sending the children off to school. It is the teacher, doctor, and parson tending and helping, body and soul, for small reward.

It is small things remembered, the little corners of the land, the houses, the people that each one loves. We love our country because there was a little tree on a hill, and grass thereon, and a sweet valley below; because the hurdy-gurdy man came along on a sunny morning in a city street; because a beach or a farm or a lane or a house that might not seem much to others were once, for each of us, made magic. It is voices that are remembered only, no longer heard. It is parents, friends, the lazy chat of street and store and office, and the ease of mind that makes life tranquil. It is Summer and Winter, rain and sun and storm. These are flesh of our flesh, bone of our bone, blood of our blood, a lasting part of what we are, each of us and all of us together.

It is stories told. It is the Pilgrims dying in their first dreadful winter. It is the minute man standing his ground at Concord Bridge, and dying there. It is the army in rags, sick, freezing, starving at Valley Forge. It is the wagons and the men on foot going westward over Cumberland Gap, floating down the great rivers, rolling over the great plains. It is the settler hacking fiercely at the primeval forest on his new, his own lands. It is Thoreau at Walden Pond, Lincoln at Cooper Union, and Lee riding home from Appomattox. It is corruption and disgrace, answered always by men who would not let the flag lie in the dust, who have stood up in every generation to fight for the old ideals and the old rights, at risk of ruin or of life itself.

It is a great multitude of people on pilgrimage, common and ordinary people, charged with the usual human failings, yet filled with such a hope as never caught the imaginations and the hearts of any nation on earth before. The hope of liberty. The hope of justice. The hope of a land in which a man can stand straight, without fear, without rancor.

The land and the people and the flag — the land a continent, the people of every race, the flag a symbol of what humanity may aspire to when the wars are over and the barriers are down; to these each generation must be dedicated and consecrated anew, to defend with life itself, if need be, but, above all, in friendliness, in hope, in courage, to live for.

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A309m-My41-14,000(19646)

UNIVERSITY OF THE
STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 27 JUNE 1941 NUMBER 10

RURAL SCHOOLS TO REGISTER AVAILABLE LABOR

To secure an inventory of the unused man power in New York State, the State Education Department is cooperating with the New York State Employment Service in registering all male workers outside of cities and the larger villages who are available for employment in defense industries and in farming.

This registration will include men ready for full-time employment in industry and farming, those for part-time or seasonal work on farms, youths from 16 to 18 years old who can be used to supplement farm labor and young men who can be employed during the summer vacation.

During the week of June 16th to 20th it is planned to register this man power in every rural and village school district in the State, with the schools serving as the centers for this registration. Principals and teachers will be asked to assist men in filling out the forms and to forward them to the State Employment Service office serving their districts.

Registration forms, letters of instruction and addressed return envelops will be sent to every rural and small village school in advance. Local newspapers and radio stations have been asked to cooperate.

The new campaign is designed to follow up the statewide recruitment drive conducted by the State Employment Service from March 15th to April 15th, when more than 326,000 persons registered with 93 local employment offices.

Heading the Education Department's effort in this undertaking is Dr Lewis A. Wilson, Deputy Commissioner of Education. His comment on the campaign follows:

> One of the most vital factors in increasing the efficiency of our national defense program is an adequate supply of labor for agricultural and industrial production. Recent studies show that approximately 18 workers are needed in production to every soldier on the firing line. Serious shortages already exist in many of our essential industries. With increased production, this shortage will become increasingly serious.
>
> Closely allied to this inventory of available labor is the problem of training for defense industries. Training centers in schools throughout the State will be operated on a 24-hour basis during the summer. Any surplus labor in rural areas should be directed to the nearest training center. Information as to these centers and to the types of training can be obtained by writing Oakley A. Furney, Chief of the Bureau of Industrial and Technical Education, State Education Department, Albany.

Miss Frieda S. Miller, State Industrial Commissioner, welcomed the cooperation of the State Education Department and the teachers in the rural schools of the State in the effort to keep farms and industry supplied with man power.

MAY FREE PUPILS FOR HARVEST WORK

Opening schools next fall a week or ten days early to permit the release from classes during the harvest season of young people has been suggested to make up the serious shortage of farm workers, Dr Lewis A. Wilson, Deputy Commissioner of Education, has announced. It has also been suggested that idle farm youth 16 years old or older be encouraged to take farm jobs during the summer.

"The shortage of farm workers during the current productive season is becoming so acute," said Doctor Wilson, "that farmers, farm organization leaders and government officials are fearful that dangerous reductions in greatly needed food products may occur unless positive steps are taken."

The Bureau of Agricultural Education of the State Education Department, of which Dr Arthur K. Getman is Chief, has been in close touch with farm organization leaders and officials of the State Department of Agriculture and the State College of Agriculture with reference to possible aid that might be expected from young people in school as a means of forestalling the pending shortage. He explained:

At present it appears that there are two specific types of service these young people could render: First, it is suggested that local boards of education and trustees acting within their legal authority consider the possibility of opening schools a week or ten days in advance of the regular opening date in September. This would permit the release from school of young people competent to engage in the harvest of important crops at home and elsewhere in the community later in the fall. In this way young people who are experienced in farm work would be able to make a valuable contribution at the critical harvest period.

Governor Lehman has heartily approved the appointment by the State Conference Board of Farm Organizations of a statewide agricultural defense committee with subcommittees in each county. The Farm Bureau agent is secretary of this committee in each agricultural county. When in the opinion of the committee such a procedure as is here suggested would seem appropriate, a definite appeal should be made to the boards of education and trustees in whose districts a shortage of harvest workers is expected.

Second, in many rural areas of the State there are young men more than 16 years of age who do not have definite employment commitments during the summer months. These young men should be encouraged to make their services available to local farmers in types of work suited to their experiences.

The teachers of agriculture throughout the State could render valuable assistance in placement, training and follow-up services for these young people. It is suggested that in each high school located in agricultural areas some person be designated as the coordinating agent between the boys able and willing to do farm work at reasonable wage rates and the farmers who need help. Such persons should keep in close touch with the local Farm Bureau agent regarding placement requests. Teachers of agriculture will assist in follow-up and general supervision of the work of these young people if too great distances of travel are not involved.

The American people are beginning to face the fact that we must prepare for many contingencies over a long period. It seems certain that one crisis after another will occur before the world returns to any type of stable peace. In World War I the food situation presented a critical issue and in the last analysis proved to be a deciding factor. For the present the two-ocean navy, the building of aircraft and mechanized equipment and the training of defense workers are occupying major attention.

But the food situation and the imperative demand for our aid is rapidly approaching critical proportions. It requires man power to keep production at new high levels. In the face of the current demand for farm workers, thousands of farm youth have been drawn away by the selective service draft, by industry and by the industrial defense training program. Estimates as of May 15th indicate a farm labor shortage throughout the season of approximately 21,000.

REGENTS NAME ASSISTANT COMMISSIONER

Dr Edwin R. Van Kleeck, superintendent of schools at Grosse Point, Mich., formerly superintendent of schools at Walden and Norwich in this State, has been appointed Assistant Commissioner of Education for Instructional Supervision by action of the Board of Regents. The 1941–42 state budget made this position available in the office of Associate Commissioner George M. Wiley, who has been serving as Acting Assistant Commissioner in this field for some time.

Doctor Van Kleeck will serve as an Assistant to Doctor Wiley in the administration and supervision of the statewide program of elementary and secondary education.

Doctor Van Kleeck is a native of New York State, where he completed his elementary and high school training. He was graduated from the Waterford High School and in 1927 received his degree of bachelor of arts, *cum laude*, from the New York State College for Teachers at Albany. He was principal of the Plattsburg Junior High School and then superintendent of schools at Walden for nine years and at Norwich for one year. He has been in his present position in Grosse Point since 1938. His new appointment takes effect July 1st.

Doctor Van Kleeck carried on graduate work at Cornell University, where he earned the degree of master of arts in educational administration and rural school organization. While at Walden he was granted a year's leave of absence during which he studied at the Graduate School of Yale University, where he received the degree of doctor of philosophy in June 1937. At Yale he was awarded a teaching fellowship with instructorial rank in the Graduate School.

He is a member of a number of state and national professional organizations and is a member of several honorary scholarship and educational societies and has contributed widely to state and national educational publications.

The position pays an annual salary of $6700.

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DR COLE DELIVERS CHARTER

Dr Ernest E. Cole, New York State Commissioner of Education, presented personally the certificate of admission of the Metropolitan Vocational High School in New York City to The University of the State of New York on May 14th at exercises at the school. He selected Dr Franklin J. Keller, principal, for special commendation and went on to pay high tribute to the New York City school system and to the late Dr William E. Grady, associate superintendent for his leadership in the field of vocational education.

A note of warning was given when Doctor Cole said:

> The necessities and spirit of the times encourage the extension and development of vocational training in our schools. Consequently, some people fear that overemphasis will be placed on this aspect of education at the expense of that which is cultural. This, of course, would be a calamity. That "man can not live by bread alone" was never more true than today. The fires of cultural and spiritual education must be kept burning brightly, no matter how dark the outlook. I have the utmost faith to believe that the thousands of educators all over the land will make sure that this is done.

That the warning did not apply to the Metropolitan Vocational High School was made evident in the body of the Commissioner's address in which he cited reports on the excellence of the school's academic department.

12,000 DEFENSE TRAINEES WIN JOBS

More than 12,295 men have gone into industry from the State's defense training classes up to May 1st, Oakley Furney, Chief of the Bureau of Industrial and Technical Education, State Education Department, has announced. The schools are now turning over approximately 2500 trainees a month into the defense plants of the State. These figures do not include trainees who complete their courses and get jobs after leaving the schools or who drop from courses to enter industry at once. There is no facility for checking these placements.

Leaders of courses in 53 communities reported 11,844 placements up to May 1st, from the preemployment and refresher courses alone. The aviation trades class placements are not all included in this report.

By communities the figures as reported to the State Education Department are:

Albany	63	Dunkirk	158
Amsterdam	106	Elmira	95
Auburn	49	Endicott	46
Baldwin	77	Floral Park	405
Barker	29	Frankfort	15
Batavia	143	Freeport	133
Bellmore	78	Hastings on Hudson	14
Binghamton	83	Hempstead	94
Buffalo	4641	Herkimer	72
Cortland	6	Hoosick Falls	10
Hornell	44	Port Chester	72
Huntington	101	Poughkeepsie	31
Ilion	27	Rochester	912
Ithaca	54	Rome (School for Deaf)	76
Jamestown	93	Roslyn Heights	24
Kingston	8	Saranac Lake	15
Lawrence	108	Schenectady	264
Mount Vernon	40	Sidney	53
New Rochelle	34	Syracuse	453
New York City	2095	Troy	103
Niagara Falls	138	Utica	157
Nyack	50	Valley Stream	25
Ogdensburg	122	Watertown	120
Olean	75	White Plains	14
Oswego	5	Woodmere	56
Pearl River	67	Yonkers	86

The placements for the whole State, by courses, follow:

Aviation manufacturing	3747
Machine shop	3987
Automobile mechanics	541
Electrical trades	656
Sheet metal	827
Welding	728
Radio service	215
Drafting	215
Patternmaking	117
Marine occupations	18
Carpentry, woodworking	84
Foundry	135
Lens grinding	65
Industrial chemistry	16
Tool design	29
Inspection	29
Unclassified	866

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

EDUCATIONAL LEGISLATION

PREPARED BY JOSEPH LIPSKY, DIRECTOR, DIVISION OF LAW, STATE EDUCATION DEPARTMENT

The following laws of 1941 relate to the school districts of the State. All references are to the Education Law except as otherwise provided.

Chapter 3 authorizes the board of education of New York City to permit an employe to occupy an additional office or employment with such board or with the State or any civil division or agency thereof. The additional office or employment must be for the purpose of giving instruction paid for in full by the United States Government and in trade or vocational schools or classes or for the training of persons under the program for the emergency training of industrial workers for national defense. The provisions of this law terminate not later than April 1, 1942.

Chapter 123 amends subdivision 5 of section 480. The amendment provides that the first school district bonds shall be paid not more than 18 months after their date. This amendment changes the period of one year to 18 months.

Chapter 136 provides that 2 per cent shall be deducted from the state aid to be apportioned during 1942 based upon the school year commencing July 1, 1940, except the amounts apportionable for transportation of pupils and the construction of school buildings.

Chapter 368 applies to every town of the second class containing a population of 10,000 or more according to the federal census of 1940, except towns in Broome and Suffolk counties. The chapter provides that on and after January 1, 1942, each of such towns shall be a town of the first class and shall be governed in the manner prescribed by law for the government of a town of the first class and that the office of school district collector shall be abolished in every such town on and after January 1, 1942.

Chapter 377 amends section 77 and provides that the term "college" for which state scholarships under that section may be used shall include a junior college provided the person entitled to the scholarship pursues a course therein approved by the Commissioner of Education for two years of credit toward a degree in a college authorized by the Regents to confer degrees.

Chapter 571 provides that persons who enter the military or naval service while holding a state scholarship in Cornell University and obtain a leave of absence pursuant to subdivision 5 of section 1037, may resume such scholarship at any time within one year after discharge from the service.

Chapter 572 empowers the superintendent of schools of New York City to require an employe of the school system to submit to a medical examination by a physician of the board of education in order to determine his mental or physical capacity to perform his duties whenever it has been recommended in a report in writing by the person supervising or directing the employe that such examination should be made. The person required to submit to such examination is entitled to be accompanied by a physician or other person of his own choice. The findings upon the examination must be reported to the superintendent of schools and may be referred to and considered for the evaluation of service of the person examined or for disability retirement.

Chapter 574 amends section 709 and provides that the oath to support the Federal and State constitutions under such section shall be administered by the president or other head of the institution. This amendment relieves the person administering the oath from making a record or a notation of that fact and provides that such person shall see that such a record is made.

Chapter 621 amends sections 275 and 310 so as to empower school district governing bodies to pay any judgment against the district and, in the event there are no moneys otherwise available, to levy a tax to pay the same. This chapter also amends subdivision 1 of section 480 and provides that the amount of a judgment against a school district shall not be considered in determining whether the total bonded indebtedness of a district exceeds 10 per cent of the aggregate assessed valuation within the meaning of that subdivision.

Chapter 678 adds subdivision 4 to section 363 and provides that a supervisor of a first class town who files a bond as provided by section 25 of the Town Law in a sum at least double the amount of the school moneys apportioned to the town or of any such moneys unaccounted for by his predecessor shall not be required to give any further bond thereunder.

Chapter 774 amends section 439 and provides that in school districts under the jurisdiction of a superintendent of schools the trustee shall deliver the tax list and warrant after its return by the collector to the district superintendent, who in turn shall deliver it to the town clerk of the town in which the collector resides on or before July 1st of each year.

Chapter 808 amends subdivision 9 of section 480. This chapter provides as follows:

9 In compliance with the requirements of section two of article eight of the state constitution, the period of probable usefulness of the several objects and purposes described below for which indebtedness may be contracted by a school district is hereby determined to be as follows, notwithstanding the provisions of any general, special or local law:

(1) Buildings. The acquisition or construction of buildings, whether or not including grading or improvement of the site, original furnishings, equipment, machinery or apparatus required for the purposes for which such buildings are to be used, as follows:

(a) Class "A" buildings. Buildings, the walls of which are constructed of brick, stone, concrete, metal or other incombustible material, and in which there are no wooden beams or lintels, and in which the floors, roofs, stair halls, and other means of vertical communication between floors and their enclosures are built entirely of brick, stone, metal or other incombustible materials, and in which no woodwork or other inflammable material is used in any of the rough partitions, floor or ceiling structures, thirty years.

(b) Class "B" buildings. Buildings, the outer walls of which are constructed of brick, stone, concrete, metal, stucco or other fire-resisting materials, twenty years.

(c) Class "C" buildings. Buildings that are neither class "A" or class "B" as defined in subdivisions (a) and (b) above, including any such building which is rebuilt or altered so that it, together with any addition or vertical or other extension is not fire-proof or fire-resisting, as thus defined, fifteen years.

(2) Additions to or conversion of buildings.

(a) The construction of an addition or additions to or the reconstruction of:

(1) A class "A" building or the conversion of a class "B" or "C" building into a class "A" building, twenty years.

(2) A class "B" building or the conversion of a class "C" building into a class "B" buildings, fifteen years.

(3) A class "C" building, ten years.

(b) The periods of probable usefulness set forth in subdivision (a) above shall include original furnishings, equipment, machinery or apparatus required for the purposes for which such additions to such buildings or for which such reconstructed or converted buildings are to be used.

(*Continued on page 338*)

PUBLICATIONS OF PRINCIPALS ASSOCIATION

Charles E. Flinn, principal of the Cooper School, Watertown, has assumed responsibility for the distribution of the research bulletins published by the New York State Association of Elementary Principals. He succeeds Rollin W. Thompson, principal of the Proctor High School, Utica, who has handled the printing and distribution of these bulletins ever since the association was founded 11 years ago. During this period Mr Thompson, who until recently was principal of the Roscoe Conkling Elementary School in Utica, distributed several thousand bulletins for the association. He not only sent them to principals and teachers in practically every one of the 48 states but also sold a number of copies to schools in South America, Europe, Africa and Asia. While Mr Thompson enjoyed the handling of this important work, he found the duties of administering a large city high school so demanding on his time that he asked to be relieved of his responsibilities.

Since Mr Flinn took over the position in February he has sold more than 100 copies of the four bulletins now in print. While the limited stocks of these bulletins are available they are being offered to New York State schools at $1 for the set. The four bulletins still available are:

Bulletin IV, Visual Aids in the Schools, single copies 50c

Bulletin V, The Informal Daily Program, single copies 40c

Bulletin VI, Reporting to Parents, single copies 50c

Bulletin VII, The Principal's Appraisal of His School, single copies 40c

The Bulletin entitled Reporting to Parents is an exhaustive study on the various types of report cards and more informal methods used in reporting pupil progress to their parents.

The Principal's Appraisal of His School is a check list based on the Elementary School Report of the Regents' Inquiry coupled with an analysis presenting a somewhat different approach prepared by Dr Warren W. Coxe, Director of the Division of Research in the State Education Department.

The Elementary Principals Association has two new studies under way which will probably be completed within the next two years. S. Clayton Sumner, principal of the Delaware School, Syracuse, is chairman of a committee preparing a report on the Status of the Elementary School Principal in New York State. Franklin A. Butts, principal of the Franklin School, Poughkeepsie, is chairman of a committee which for more than three years has been studying The Social and Economic Interests of Elementary School Children.

Communications concerning any of these reports should be addressed to Charles E. Flinn, 1152 Harrison street, Watertown, N. Y.

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Grant D. Morse, superintendent of schools in Saugerties, has completed requirements for the degree of doctor of philosophy at New York University.

PROFESSIONAL BOOKS

Saunders, C. M. Promotion or failure. N. Y. Bureau of Publications, Teachers College, Columbia University. 1941

This book provides no formula or rule-of-thumb by which a distressed principal can decide whether Johnny or Susie should be promoted or failed. No such result could be expected from a study that must necessarily be primarily philosophical in character.

The author apparently has studied the literature of the field carefully and has made an exhaustive examination of the research that has been made on the subject of promotion. He also has summarized the promotion practices in certain selected cities.

In his last chapter Doctor Saunders outlines what he believes to be a successful promotional policy.

The book does not present any theories or conclusions that are striking or new, but school people will find it most helpful in solving their promotion problems.

Child development and tool subjects in rural areas. Yearbook. 1941. Department of Rural Education, National Education Association. Washington, D. C. 50c

Dr Kate V. Wofford, director of rural education, State Teachers College, Buffalo, is the editor of this yearbook. She and her contributors, many of whom have been drawn from New York State, have produced a volume of 89 pages that the rural school teacher will want in her professional library.

Much of the material included in the yearbook is of general value and will be helpful to any elementary school teacher regardless of the type of community in which she teaches. Of the most specific interest to rural teachers are the chapters "Meeting the Problems of Five-Year-Old Children in Small Schools" and "The Language Arts in the Small School." In these chapters the contributors have come to grips with the administrative problems inherent in organizing the educational program in a rural school and offer solutions to many perplexing problems in this area.

Hollingshead, A. D. Guidance in democratic living. Appleton-Century. 1941

This book tells the story of how an elementary school attempted to provide opportunities for developing the attitudes, abilities and understandings designed to insure a citizenry capable of furthering democracy.

This project was conducted over a nine-year period, 1929–38, by the faculty of the Ashland School of East Orange, N. J. The Ashland School is an elementary school containing classes from the kindergarten through the eighth grade, and having an enrolment of about 700. The principal of the school is the author of the book.

The book discusses the nature of democracy, the objectives of an educational program that is suited to democracy, and then gives a detailed account of the project that was carried on in the school during the nine-year period.

Chapters on the function of the teacher and her relation to her pupils, guidance of groups and of individuals, guidance of the maladjusted and guidance of school organizations, present many helpful suggestions on democratic living in the school.

Principals and teachers who want to know "how to teach democracy" will find in this book a source of practical and effective aids.

Myers, A. F., Kifer, L. M., Merry, R. C. & Foley, Frances. Cooperative supervision in the public schools. Prentice-Hall. 1938

This book starts and ends on the hypothesis that "Teaching is becoming a profession." Therefore, the nature of supervision must change to meet changed conditions. Administrators and supervisors must redirect their energies toward facilitating cooperation of the teaching staff rather than toward the direction of methods and procedures used in teaching. The suggestions offered throughout the book are in harmony with the basic hypothesis.

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SOCIAL STUDIES

The Third Report of Progress on the cooperative program in social studies for elementary schools has recently been sent to press. This pamphlet is a summary of three years of informal experimentation in more than 380 schools and school systems of the State. The report not only presents the actual outcomes of the program thus far, but also indicates trends and projects the next steps in the sound development and improvement of teaching in the fields of history, geography and citizenship.

Secondary Education

SCHOOLS PROMOTE CITIZENSHIP

Efforts to create in school children, and often in their parents, a deeper understanding of the rights and privileges of citizenship have taken many forms and an increased impetus under the drive of present world conditions. Examples of three different approaches are found in the work of the Grimes School in Mount Vernon, of Erasmus Hall High School in Brooklyn and of the John Marshall High School in Rochester.

A citizenship achievement test was given at the Grimes School. It was prepared by class presidents, class teachers and class mothers of the Parent-Teachers Association. The children were invited to ask their parents' collaboration in the thoughtful answers to the questions. Health, cooperation, school work and leisure-time activities and attitudes formed the basis of the questionnaire.

With a fanfare of handbills and contests, the pupils of Erasmus Hall High School conducted a Conservation Fair in which all the school clubs participated. Exhibits took up wall space wherever available; lectures, movies, showings of slides and contests on posters and essays were included. One of the handbills exhorted:

> Come and learn what you, as Loyal Americans, can do to make this country richer in resources. Find out how you can participate in conserving our Plant and Animal Life.

A series of illustrated lectures brought in outside speakers from the Brooklyn Botanic Garden, the agricultural institute at Farmingdale and the Hudson River Conservation Society, and the National Audubon Society supplied a film. The various pupil clubs sponsored the presentation of movies. Trips were arranged to the botanic gardens and to Prospect Park for a study of birds on the wing. Each club in addition prepared exhibits. George J. Davidson, chairman of the school's department of biology, was chairman of the general undertaking, but all departments cooperated. He reported that hundreds of pupils stayed after school to attend the various events.

A pageant-spectacle called "Ring, Freedom, Ring!" was given by pupils of the John Marshall High School in Rochester's Eastman Theater early this month, on two evenings. The audience to whom the children were performing was made up of their parents, but the interest was much wider. Through scenes, music, costume and acting, the children portrayed the development of the Nation, with emphasis upon free education, immigration, universal suffrage, the incidents of the depression, the good neighbor policy, citizen responsibility and national unity. Thus the dramatic groups of the school, the choirs and the interhigh school orchestra produced a swiftly moving drama showing democracy at work.

The general committee was under the chairmanship of Principal George Cooper.

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Dr Frank D. Whalen, principal of Public School 37, Bronx, and Ethel Huggard, principal of Public School 162, Brooklyn, were sworn in on May 15th as assistant superintendents of schools by New York City Mayor Fiorello H. LaGuardia at City Hall.

Higher Education

HIGHER EDUCATION SURVEY PROPOSED

A thoroughgoing study of higher education in New York State was recommended to the Board of Regents on May 16th by a committee formed to outline such a study with the special emphasis on future developments in the light of present and potential circumstances. The committee, made up of college and university officials and Associate Commissioner of Education J. Hillis Miller, met in Washington Square College, New York City, April 30th to organize and project purposes and methods to be suggested to the Board of Regents. The proposal is now under consideration by the Regents.

President Edmund E. Day of Cornell University is chairman of the committee and Doctor Miller is secretary. Other members are Dr Harry Woodburn Chase, chancellor of New York University; Dr William H. Cowley, president of Hamilton College; Dr Dixon Ryan Fox, president of Union College; the Rev. Robert I. Gannon, president of Fordham University; Dr Herbert E. Hawkes, dean of Columbia College, Columbia University; Dr Charles M. McConn, dean of Washington Square College, New York University; Dr George N. Shuster, president of Hunter College; Dr Constance Warren, president of Sarah Lawrence College, and Dr William E. Weld, president of Wells College.

In the memorandum submitted to the Regents the committee through the chairman and secretary said:

> It is believed than an adequate study at this time . . . would prove of extraordinary value in guiding the policies of both private educational institutions within the State and the state educational authorities at Albany in the troubled and difficult times that manifestly lie ahead.
>
> The proposed study would be made on three basic assumptions: (1) that the facilities for higher education in New York State will not be allowed in either range or quality to fall materially below the standards set in the strongest of the other states within the Union; (2) that these facilities will be made available to the youth of New York State on terms as favorable as are to be found in any of the other American states; (3) that, in effecting and maintaining these two conditions, every available means will be employed to conserve and utilize all existing educational resources, public and private, and to keep the costs to the citizens of the State just as low as possible, both immediately and in the long run.

A sampling of subjects with which the study would be concerned was given thus: the job prospects of youth from 17 to 21, with special reference to the educational needs of youth in this age span if opportunities for full-time employment for them remain as restricted as in recent years; the possible development of considerably larger and more diversified educational facilities for servicing youth between these ages; the articulation of existing institutions with any new types of institution that may be developed specifically to meet the new needs; the nature and scope of the selective process that should be evoked in carrying a part of the youth population into higher reaches of education, both liberal and professional; the maximum utilization of existing public and private institutions in the promotion of the total program, and the practicability of providing additional state support to the program through an expanded system of state scholarships.

At the April 30th meeting it was brought out that environmental factors are expected to have their effect on higher education. Some of these were listed as the war, its probable effect on youths of college age, the call for mental alertness and technical skills and the probable aftermath; higher taxes on individuals and business concerns and their effect on support to colleges and universities; changes in population relationships, with the prospect of an "older" population, and profound changes in methods of saving and investing, with a redistribution of wealth through taxation, all bearing on the future of higher education.

The report to the Regents continues:

If the study is to contribute substantially to the sound development of higher education in New York State it must be conducted wisely and fearlessly and under the right auspices. The Board of Regents, the State Education Department and the Association of Colleges and Universities of the State of New York should all be partners in the undertaking. A subvention of not less than $50,000 would appear to be necessary to meet the direct costs of the study. A small but highly able staff will doubtless be required for parts of the work.

BUILDING PLANS APPROVED

Plans approved by the Division of School Buildings and Grounds of the Department include the following:

Ossining, fireproof partitions and doors in Washington School, $728.25; approved April 30th

Middle Hope, repairs to school, $6600; approved April 30th

Middletown, alterations to Academy Avenue Grade School, $70,000; approved May 5th

District 1, towns of Edinburg and Day, Saratoga county, and Northampton, Fulton county, addition to school, $12,000; approved May 6th

Mount Upton, workshop and bus garage, $10,000; approved May 6th

Genoa, agricultural shop, $2000; approved May 8th

Elmira, welding and sheet metal shop for Southside High School, $2600; approved May 13th

Dalton, bus garage, $9100; approved May 13th

Oswego, relining of boys' shower room in high school, $1908; approved May 14th

Glens Falls, erecting toilet rooms for Sherman Avenue play field, $1500; approved May 21st

Bellmore, repairs to school, $750; approved May 22d

Preliminary plans have been submitted for the following projects:

Irvington, new high school
Hartford, addition to grade school
Shelter Islands, alterations to high school
Eldred, new school
Truxton, cafeteria and shop addition
Dryden, bus garage
Peterboro, grade school
Remsen, bus garage
Somers, landscaping and grounds development
Ripley, grounds development

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"What Lies Ahead for Mathematics in Our Schools" is the theme of the meeting of the National Council of Teachers of Mathematics to be held in Boston on June 30th and July 1st. Features of the convention will include a discussion luncheon, a demonstration of multisensory aids, and sections for teachers of arithmetic, junior high school and senior high school mathematics. Headquarters will be at the Hotel Vendone.

DISTRICT SUPERINTENDENTS WILL RETIRE

School directors in the 193 supervisory districts of New York State made many changes at their spring meeting which was the first general election of district superintendents in five years. The records of those who will not return to their posts on August 1st, as a result of retirements or of the vicissitudes of the democratic process are given below.

N. Berton Alter, of the first supervisory district of Montgomery county, studied at Syracuse University, Hartwick College and Oneonta State Normal School and started teaching in 1895. He taught or was principal at Hessville, Randall, Amsterdam and Fort Hunter. He was elected to his present post in 1911. A testimonial dinner was given to him in Fort Plain recently on his retirement. He was mayor of Nelliston for seven years and trustee of the village for one year.

Wallace J. Andrews, of the fourth supervisory district of Ulster county, began his training at the New Paltz State Normal School in 1904. He also studied at Teachers College, Columbia University, and at the University of Chicago and Cornell University. He began his teaching career in 1901 and was elected district superintendent in 1911, the first year the system went into effect. He served continuously for 30 years as superintendent. His previous work included teaching in Branch, Oliverea, Big Indian; headmaster of the Worrall Hall Military Academy, Peekskill, and principalships in Claverack, Germantown and Summit, N. J.

James A. Beha, of the first district of Herkimer county, received his bachelor of science degree from St Lawrence University in 1922, studied at Columbia University and received his master of arts degree in education from St Lawrence University in 1929. He taught in Sackets Harbor and Scotia and was supervising principal of Indian Lake Central School at the time of his election to the district superintendency in 1936.

Carlos S. Blood, of the third supervisory district of St Lawrence county, studied at the Potsdam State Normal School. He taught at Brushton, Edwards, Waddington and Heuvelton and was elected to his present post in 1911.

Albert C. Bowers, of the second supervisory district of Chenango county, studied at Cortland State Normal School, Syracuse University and Hartwick College. He taught in district schools in Columbia, Norwich, Sherburne and New Berlin and was principal of Cato High School. He was elected to his present post in 1911.

Claude D. Carter, of the third supervisory district of Cortland county, studied at Cortland State Normal School and at Syracuse University. He taught at Freetown and East Virgil and was principal at Pitcher Union School, Chenango Forks High School and in Amsterdam. He served as an examiner in the State Civil Service Department and was school commissioner in Cortland county from 1909 until he was elected to his superintendency in 1911.

Mrs Mary E. Dwyer, of the first supervisory district of Franklin county, studied at Plattsburg State Normal School, Catholic Summer School, New York University and Adelphi College. She taught in Au Sable Forks, Churubusco, Chateaugay and New York City. She was elected district superintendent in 1936.

Mrs Nettie M. Feryall, of the third supervisory district of Clinton county, studied at St Lawrence University, Cornell University and Plattsburg State Normal School. She was elected district superintendent in 1925.

Albert J. Fields, of the seventh supervisory district of St Lawrence county, received the degree of bachelor of science at St Lawrence University in 1900. He began teaching in 1894 at DeKalb and Lisbon. He was principal at Parishville High School and at Brasher and Stockholm High School at Winthrop. He began supervisory work in 1903 and was elected district superintendent in 1911.

John E. Frederick, of the fourth supervisory district of Otsego county, studied at Oneonta State Normal School and Cornell University. He began teaching in Deerfield in 1895 and was principal in Ames, Chadwick and Campbell. He interrupted his teaching career in 1906 to become bookkeeper at the Bank of Campbell but returned to school work in 1914 as principal in Portlandville. He was elected to his present post in 1915.

Edward C. Hawley, of the first supervisory district of Cattaraugus county, was educated in the Geneseo State Normal School and Cornell University. He started teaching in 1892 and was appointed principal at Ellington in 1899. Later he served in the same capacity at Narberth, Pa., and was head of the commercial department at Collingswood, N. J. He was principal at Nunda until 1924, when he was elected to his present position.

Charles S. Hick, of the second supervisory district of Sullivan county, studied at Cortland State Normal School, Cornell University and Central City Business College. He began teaching in 1905 near Youngsville. He served at Callicoon, Fremont, Liberty, Tenanah, Dahlia, Callicoon Center and as principal of Jeffersonville Union School, a position he occupied when he was elected district superintendent in 1911.

Mary L. Isbell, of the fourth supervisory district of Chenango county, studied at Fredonia State Normal School and began teaching in 1895 at Greene High School. She also served as preceptress in New Berlin High School, Spring Valley High School, Sherburne High School and at Canastota High School. She was elected district superintendent in 1911.

Orlando J. Ives, of the first supervisory district of Schoharie county, studied at Oneonta State Normal School. He was principal at Jeffersonville, Palenville, Felt Mills, Jefferson, Davenport and Otego. He began teaching in 1902 and was elected district superintendent in 1920. His resignation opened the question of a survey of Schoharie county leading to a decrease in the number of supervisory districts from three to two.

Walter C. King, of the fourth supervisory district of Delaware county, studied at Geneseo State Normal School, Chautauqua Institution and Cornell University. He started teaching in 1893, entered supervisory work in 1900 and was elected to his present post in 1911.

George LaGraff, of the second supervisory district of Franklin county, began teaching in 1902, the year he was gradu-

ated from Potsdam State Normal School. He entered supervisory work a year later and was elected district superintendent in 1911. He previously taught in the elementary school at Tupper Lake.

P. B. Matthews, of the first supervisory district of Suffolk county, trained at the Oswego State Normal School and his first teaching was in 1895. He was principal at Indian Lake, Water Mill and at Bridgehampton High School until his election as district superintendent in 1915.

Wellington C. Mepham, of the second supervisory district of Nassau county, was graduated from Geneseo State Normal School in 1901 but began teaching in 1894. He also studied at Rochester Business Institute, New York University and Teachers College, Columbia University. He began his supervisory work in 1912. He previously served as a teacher in Ontario and Walworth and as principal at Walworth, Smithville and Merrick.

Almon O. Nye, of the second supervisory district of Dutchess county, attended Cortland State Normal School, Cornell University and New York University. He taught in rural schools in Tompkins and Cortland counties and was principal in villages in Rockland and Cortland counties, and at Fishkill, Freeport, Bellmore and Hyde Park. He began supervisory work when he was elected to his present position in 1922.

Edgar D. Ormsby, of the fourth supervisory district of Erie county, studied at Alfred University and State Teachers College at Buffalo. He taught in various places in elementary classes from 1894 to 1902 and was principal of North Collins High School from 1904 until his election as district superintendent in 1911. He is being succeeded by his son, Wallace D. Ormsby, who has been district superintendent in the fifth supervisory district of Cattaraugus county.

Thomas C. Perry, of the first supervisory district of Greene county, began teaching at Marbletown in Ulster county in 1886. He studied at Spencer's Business School in Kingston and at Kingston Academy and has done other preparatory work since. He taught also at Esopus, Rosendale and Shawangunk. He was school commissioner in Ulster county, Orange county, at Tuxedo and in Greene county, supervisory work he began in 1906. He was elected in 1913 to his present position to fill the vacancy caused by a resignation. He developed a series of guiding principles in the course of his career, one of which was: "Life is constantly offering education."

Frank H. Smith, of the third supervisory district of Steuben county, began teaching in 1896 after studying at Alfred University, Chautauqua Institute and Cornell University. He was principal in Cameron Mills, Cameron and Addison and was elected to his present position in 1916.

Thomas J. Wagner, of the second supervisory district of Westchester county, studied at Shamokin, Pa., High School which was a normal academy, Franklin and Marshall College, the University of Pennsylvania Graduate School, Teachers College, Columbia University, and the School of Education at New York University. He taught in Gottshalls, Pa., Shamokin, Pa., Franklin and Marshall Academy, and was teaching principal at Tomkins Cove and supervising principal at Croton on Hudson until his election to his present position in 1934. He also taught in St Lawrence University and at Bates College.

(Concluded on page 328)

Teacher Education

INCREASED DEMAND FOR NEW TEACHERS

Demand for inexperienced teachers increased during 1940, while placements of experienced instructors declined, Dr Hermann Cooper, Assistant Commissioner for Teacher Education, State Education Department, has announced. The decline was less than the increase and the net gain was above the demand for the previous year, upsetting a trend in the past two years.

The largest demand was as usual in the supervisory districts, where 1610 inexperienced and 1155 experienced teachers were placed. Villages with superintendents of schools took 173 new teachers and 309 with previous experience, while cities engaged 142 "first timers" and 266 with teaching background. The total of both for the year was 3655. The figures do not include New York City and Buffalo.

Elementary schools engaged 885 inexperienced and 843 experienced teachers, and secondary schools 990 of the former and 17 of the latter. The special services of school nursing, psychology, dental hygiene and supervising took 50 from the inexperienced group and 70 from the experienced.

Teachers of English led the field in the number taking positions in both groups, 89 for the inexperienced and 84 for the experienced. Mathematics, science and social studies ranked next in each group with numbers in the 30's. Teachers who taught two subjects were found to be concentrated in four groups, both in the new and experienced classifications: in English and French, French and Latin, mathematics and science, and English and social studies.

Teachers in the elementary and secondary schools in the State last year numbered 85,873, New York City leading with 34,939, followed by the supervisory districts with 22,675, the cities outside New York and Buffalo with 16,057, the villages with 7858 and Buffalo with 4344.

STATE SCHOOLS RATE HIGH ON TEST

Teachers colleges can and do attract and hold the better high school graduates, in the view of the Cooperative Test Service of the American Council on Education, after a study of 17 such institutions selected on a nationwide basis and including seven New York State teacher-training schools. The test was made to discover the effectiveness of certain student admission policies and comparison was made among the selected normal schools, colleges in general and teachers colleges in general.

The selected schools were invited to participate in the National College Sophomore Testing Program which ordinarily includes 150 American colleges among which are 15 teachers colleges. The cooperating institutions gave one or more

tests in the minimum recommended for the 1940 test.

The tests included one in English expression and recognition of acceptable usage, one on general culture and one on contemporary affairs.

The superiority shown by the 17 selected teachers colleges was in comparison not only to the other, self-selected teachers colleges but to the liberal arts and other types of colleges in the program.

The Cooperative Test Service concludes: "So far as the higher average teachers colleges are concerned, it may be said that there are few liberal arts or professional colleges anywhere in the country that attract and hold more superior groups of high school graduates."

The New York State normal schools and teachers colleges selected to participate were the normal schools at Cortland, Fredonia, Geneseo, Oneonta and Oswego, and the state teachers colleges at Albany and Buffalo. The other ten institutions were Chicago Teachers College, New Jersey State Teachers Colleges at Montclair and Trenton, Rhode Island College of Education at Providence, State Teachers College at New Haven, Conn.; State Teachers College at Worcester, Mass.; Teachers College of Connecticut at New Britain, Temple University at Philadelphia, Wayne University at Detroit and Wilson Teachers College at Washington, D. C.

The admission criterions used by the 17 cooperating teachers colleges may be summarized as follows:

Evaluation of high school record: average in upper half required by most, in upper quarter by some

Objective intelligence and achievement examinations

Personality data: ratings from high school principals and teachers and interviews with admissions officials

Speech and diction

Physical health

Elimination and quotas: Failure in any one of these criterions is a sufficient basis for elimination, regardless of high standing in all others. Not all candidates who satisfy all five criterions are admitted.

All the 17 colleges rank all candidates, usually by means of a composite score derived from all available data, and admit only a given number from the top of the list.

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DISTRICT SUPERINTENDENTS

(*Concluded from page 326*)

Alfred J. Weismann, of the third supervisory district of Sullivan county, received his degree of bachelor of philosophy from Yale University in 1917 and master of arts from New York University in 1931. He started teaching at the Barnard School in New York City in 1917 and taught later in the Barringer High School in Newark, N. J., Asheville School in North Carolina, and was assistant principal at the Dwight School in New York City. He was elected to his present position in September 1936.

Oliver W. Winch, of the second supervisory district of Saratoga county, studied at Plattsburg State Normal School, Teachers College, Columbia University, and at Cornell University. He started teaching in 1892 at Saranac, Clinton county, and served in Peru, Clinton county, Yuma, Ariz., Blackbrook, Keene, Bloomingdale, Moriah and South Glens Falls, the last three places as principal-teacher. He was elected district superintendent in 1926.

MERCHANT MARINE CADETS ON CRUISE

A three months' training cruise in the West Indies was started April 5th when 172 cadets and 14 officers of the New York State Merchant Marine Academy sailed from New York harbor on the academy training ship "Empire State."

The first port of call was New London, Conn., and from there the vessel steered a direct course to Hamilton, Bermuda, where the cadets spent Easter Sunday. Before returning to the home base at Fort Schuyler, the Bronx, on June 24th, the "Empire State" will visit Curacao (Netherlands West Indies), Guantanamo, Cuba (training station for the United States Navy), Charleston, Portland and Hampton Roads.

All but nine of the cadets are New York State residents. Of the 93 first classmen, 49 are studying to be deck officers and 44 to be engineering officers. During the cruise the first classmen, in each group, are being rotated to gain experience in all types of work in their fields. The remaining 79 work in the engine room for half the cruise and on deck the other half. Five of the officers are academy graduates. On graduation, the cadets take examinations as third assistant engineers or third mates. Most of them secure jobs on merchant ships, starting at $75 a month.

Many cadets attended Anglican services on Easter Sunday at the Bermuda Cathedral, during their stay in Hamilton, which they report as greatly changed as a result of the war. A staff photographer, detailed to cover the cruise by a New York newspaper, reported that: "Most of Hamilton's big hotels have been taken over by the United States military officials and British censors. Defense activities are kept secret, but some 10,000 Americans will be stationed in Bermuda when the United States bases are completed."

While in Bermuda the cadets each received $8 pocket money, most of which was spent "sightseeing, buying souvenirs for their families and girls back home, and taking Bermuda girls to the movies or for a swim."

The academy was founded in 1875 and from then until 1939 annual cruises were taken in European waters. Because of the European war, 1940 and 1941 cruises have been limited largely to the Caribbean sea and United States coastal waters. Since 1938, the academy has been based at Fort Schuyler. It is under the jurisdiction of the New York State Education Department and under the superintendency of Captain James H. Tomb. Lieutenant Commander Emory Bicknell acted as navigator during the voyage.

Admission to the academy is on the basis of graduation from a senior high school. Applications must be in the academy by August 15, 1941, and competitive examinations are given August 25th to 30th following careful physical examinations. Candidates must have four credit units in English, two in elementary algebra and plane geometry; two in science, one of which must be in physics; one in American history and seven others.

FUTURE FARMER ACTIVITIES

How the self-help movement as expressed through the farm cooperatives is proving especially valuable in stabilizing American agriculture is illustrated by the four-year program of the Future Farmers of America at Albion. Farm products were bought and sold by 39 members of the chapter to the amount of $6472.43. This is cited as an indication of the rapid strides farm cooperatives have made in recent years in these fields and in programs looking toward improvement of country life. These organizations have taken active interest in vocational training in the high school departments of agriculture.

The Albion chapter bought $3299 worth of baby chicks and $2141 worth of seeds and plants for supervised farm practice work. Various products, including poultry, fruits and strawberries, were sold cooperatively to a total amount of $502.

In each enterprise of the Future Farmers, sound business methods were used. Special committees were appointed to inspect sources and quality of supplies, prices and the like in order to secure the largest return for the money spent. These committees made descriptive and financial reports to the elected officers.

These Future Farmer activities are under the guidance of the local teachers of agriculture in many of the chapters throughout the State. In some instances, federal short-term loans through the Federal Land Bank at Springfield, Mass., have been obtained to purchase farm supplies, a further step in training these young farmers.

More than 300 Future Farmers from the chapters in the high schools of Onondaga county met at Skaneateles on May 21st for the annual field day. The program included sports and field events, competitive judging of poultry, livestock, corn, potatoes and shop activities under the supervision of the local teachers of agriculture. The tryout for the statewide public speaking contest for the Future Farmers of this area was conducted.

This field day is declared typical of the field days held throughout the State by county groups of Future Farmers. High school principals and teachers of agriculture are encouraging this type of interschool activity as a practical means of keeping the young men from the farms in close touch with countywide problems and cooperative enterprises.

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PHEASANT PROJECT

A pheasant-rearing project involving approximately 2000 chicks has just been completed at the Agricultural Institute at Cobleskill in cooperation with the Schoharie County Fish and Game Club. The club furnished the chicks and after a ten weeks' brooding period at the institute, the young birds were apportioned throughout the county to the 12 clubs in the association. The mortality among the chicks was reported as suprisingly low, the lowest of any brooding enterprise in the State, including the specialized game farm.

Because of the excellent record in brooding by the poultry department at the institute a special request has been made to continue the project for the coming year with an even larger number of chicks. The State Conservation Department has added to the facilities of the institute by making available four modern electric brooders.

ANNUAL CONFERENCE

Plans for the 30th annual professional improvement conference for teachers of vocational agriculture in high schools have been completed for the meeting at Chautauqua Institute, Chautauqua, June 30th to July 3d. Superintendents of schools, principals and others are expected to attend many of the sessions. The conference theme will be "Agricultural Education, County Life Needs and National Defense."

High lights of the program include: "The Cooperative Movement and the Stability of American Agriculture," Fred H. Sexauer, chairman, State Conference Board of Farm Organizations; "Production and Patriotism — Agriculture's Opportunity," Wheeler McMillan, editor, Farm Journal, and president of the Farm Chemurgic Council. In connection with Mr McMillan's address, L. F. Livingston, in charge of agricultural research of the E. I. DuPont de Nemours Company, will conduct a demonstration of the commercial use of agricultural by-products in modern industry. Joseph L. Apodaca, senior agricultural economist of the United States Department of Agriculture, with a special assignment on Latin American problems, will speak on "Agriculture and the Americas."

There will be a special report of the committee on the evaluation of agricultural education in New York State which has worked in cooperation with the American Vocational Association and the United States Office of Education.

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Mary L. Hickey, head of the commercial department of the Watertown High School, will retire at the end of the school year after serving Watertown schools for 40 years.

HOME ECONOMICS MEETING

The first conference of all home economics teachers in the State will take place at Syracuse from June 30th through July 2d. Recent trends and changes in education and school curriculums, the effect of social and economic changes upon family life and the place of home economics in the defense program are among the subjects scheduled.

Teacher educators from eight colleges and universities approved for the training of home economics teachers and the state and city supervisors will share in the meetings. Plans will be made for helping teachers to give families the helps they need to meet the new situations. The teacher's part in helping to train leaders to collaborate in the defense program and in planning pupil activities to develop increased responsibility for sharing in home life will also be discussed.

One session will be devoted to teaching aids, with displays and demonstrations of materials and special procedures. The last day of the conference will be given over to planning. Teachers will assemble in small groups to plan specific pieces of work for next year. The final session will take up a summary of these as a statewide study to improve home economics education so that it will more adequately serve the pupils and the homes and communities of the State.

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Virginia Murphy, first assistant in fine arts at Erasmus Hall High School, Brooklyn, has been appointed director of art in New York City's school system.

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Samuel Bradford Stone, assistant professor of chemistry at Brooklyn College since 1931, died May 6, 1941, at the age of 45.

Guidance

STUDY YOUTH WHO HAVE LEFT SCHOOL

A study of "Youth Who Have Left School" is being made by 73 communities in the State. According to a progress report prepared by the Bureau of Guidance, State Education Department, from 53 of these schools, information is being sought from 18,037 former pupils of the school year 1939–40; 12,499, or more than two-thirds, were high school graduates and the remaining 5538 were dropouts, or nongraduates.

The studies in progress disclose that it is much easier to obtain information from members of graduating classes, than from nongraduates. The percentage of returns for the former ranges from a low of 30 per cent to a perfect score. The percentage of nongraduates reporting extends from 1 per cent to one return of 96 per cent. The majority of studies, however, showed returns from nongraduates as less than one-half.

The committee points out in its plan for the study:

> The only real test of the adequacy of any educational effort is actually to determine what young people do after they leave school. A follow-up study is the one means of making such a test, the results of which should give the high school much information in improving the curriculum, to vitalize and direct counseling and to make more purposeful and effective the work of the classroom teacher.

MRS ROOSEVELT SPEAKS

The importance of impressing upon youth the necessity of doing all tasks well was emphasized by Mrs Franklin Delano Roosevelt in an address before the Hudson Valley Regional Conference of the National Vocational Guidance Association at Hyde Park on May 10th.

The morning meeting was devoted to group conferences on placement and guidance activities, tests, visual aids, programs and other topics. The afternoon session was addressed by Hugh H. Stewart, president of the New York State Association of Secondary School Principals, and Dr Harry D. Kitson, professor of education at Teachers College, Columbia University. Those attending numbered 319.

COUNSELORS VISIT CAMPS

Members of the Capital District Guidance Association visited the Civilian Conservation Corps camp at Breakabeen on May 15th. The major purpose was to give public school counselors in the capital district an opportunity to see a C. C. C. camp in operation and to gain some insight into the various projects carried on.

After the inspection, members of the party, consisting of counselors from Albany, Schenectady and Cohoes public schools, listened to a brief address by E. D. Brockway, in charge of reforestation and other camp projects, enjoyed a typical camp supper and then took part in an informal discussion of camp organization, operation and technic, training, job opportunities and other topics.

NEW YORK LIBRARY FOR CHILDREN

The first branch of the New York Public Library to be devoted exclusively to children and young people, the new Nathan Straus Library, 348 East 32d street, was dedicated April 30th.

"We hope that the Nathan Straus branch will supplement the work of the central building," Mr Hopper, chief of the circulation department, stated, "by offering to high school and college students services that they can not now secure in the reference department at Fifth avenue and 42d street because of the limitations of space."

Margaret Scoggin, librarian of the new branch, envisions many special services that this laboratory-library may render. Its book collection will serve as a model for books with appeal and interest for young people. It will be a center for book reviewing and the testing of books that seem likely to have an appeal for young people.

Miss Scoggin's experience makes her unusually well qualified to direct the work. She was in charge of the public library's work with vocational and industrial high schools from 1935 to 1940. She was graduated from Radcliffe College and has been a member of the library staff since 1926. She attended the School of Librarianship of the University of London from 1929 to 1930.

The Nathan Straus Library will have a book collection of 11,926 volumes. More than 6000 of these are for young people and the remainder are children's books.

The library is named for the late Nathan Straus, merchant and philanthropist, because the building now occupied by the library was erected from funds given to the city by Mr Straus and was used as a laboratory and depot for the distribution of pasteurized milk to the city's indigent.

The building is being used as a library with the consent of the Straus heirs, who are Hugh Grant Straus, vice president and treasurer of Abraham and Straus; Mrs Irving Lehman, sister-in-law of Governor Lehman, and Nathan Straus, administrator of the United States Housing Authority, Washington, D. C.

The building as reconstructed has two floors. The first is for young people and the second is being used as a children's room. A mezzanine contains an attractive club room and story hour room.

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STUDY HELPS

The attention of librarians is directed to The Reader's Digest Program Service. This service provides monthly a small pamphlet with study outlines and discussion suggestions based on articles in The Reader's Digest. There is no charge and as many as half a dozen copies may be obtained by addressing Program-Planning service, The Reader's Digest, Pleasantville, N. Y.

Time magazine also has a program service consisting of a fortnightly discussion outline of current affairs. It may be obtained from the Time Club Bureau, Time and Life Building, Rockefeller Center, New York City.

LIBRARY OFFERS "AMERICAN WAY" PROGRAM

An educational program designed to acquaint the public with "the American way of life" was begun by the Queens Borough Public Library on March 15th.

A collection of more than 250 books, under the general title "The America You Defend," was placed on display in the lobby of the Central Library on Parsons boulevard and 89th avenue, Jamaica, and special lists of books on various phases of Americanism and American life were distributed to schools, churches, clubs and other interested groups.

The program deals only with American democratic government and ways of life at home. Its purpose is to strengthen the love and understanding of the spirit of America as well as to make clear the critical problems faced at home.

More than 40 borough branches of the library have available many of the books on the lists and have displayed both books and lists. A personal contact publicity drive was carried on with representatives bringing the "Americanism appreciation" campaign to clubs meeting throughout the borough.

BOOKS FOR TRAINEES

Books are wanted for the soldiers and trainees in New York military camps.

The War Department, the State Education Department, the W. P. A. Library Project and the New York Library Association are cooperating in collecting and distributing books where most needed.

The organizations are asking librarians to donate duplicates of live, readable and standard books and recent popular and scientific magazines from their collections now. By June 30th at least 50,000 books are needed.

A general book drive is planned for the late summer or early fall. It is declared the soldiers need the information and inspiration which comes from reading. The defense of American ideals through an extended program of literary work for democracy is advocated.

Further information may be obtained from Helmer L. Webb, librarian, Union College, Schenectady, or the Bureau of Library Extension, State Education Department, Albany.

LIBRARY FOR NORTH CASTLE

Confident of raising an additional $3000 by popular subscription, trustees of the North Castle Free Library broke ground on April 28th for a new $9000 building opposite the Armonk School.

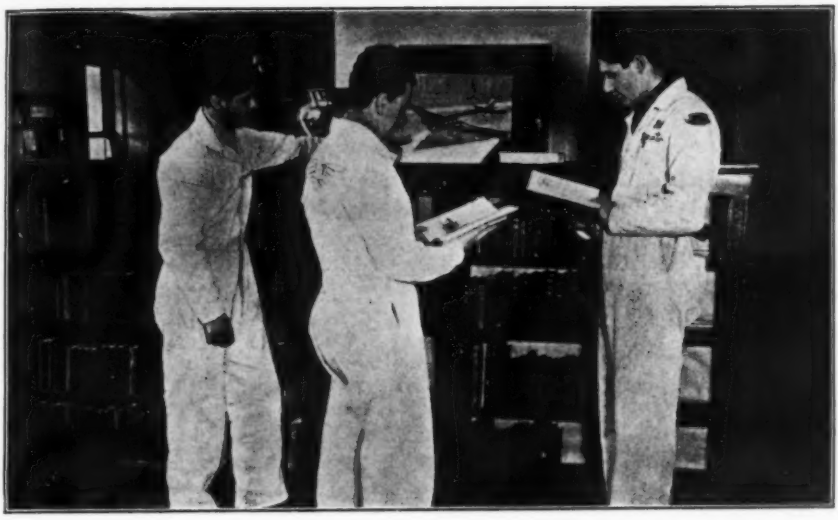
The contract was awarded to Clarence Abrams of Armonk, who has offered to build a white clapboard modified colonial structure at a cost of about $6000.

A campaign has now started to raise $3000, which an anonymous donor has offered to match with an additional $3000.

A $3000 site has been given by Richard Cohen.

Taking part in the ground-breaking ceremony were Courtney C. Brown, library board president; Mrs Warren J. Hall, president of the board's executive committee, and Mrs Leonard Smith, librarian.

The building is to be 40 feet wide and 26 feet deep. It will have a full basement to provide a book repair room, a storage room for seldom used books and a community room, kitchen and lavatory.



Aviators Require Books

HOMEMADE INDEXES

The Junior Members of the New York Library Association are compiling a list of all the "homemade" indexes, card or otherwise, devised for use in libraries throughout the State. It is felt that there now exist many valuable indexes of local and general interest that are useful to librarians and scholars.

After similar projects have been completed in all the states, the Junior Members Round Table of the A. L. A. hopes eventually to combine them into a valuable reference tool called "Local Indexes in American Libraries."

The Buffalo Public Library has more than 50 of these indexes. Members of the staff, who have been working on the Junior Members project, have found it valuable experience, and believe that everyone should know the indexes, where they are and what they contain.

DATES CHANGED

The extended institute formerly scheduled for August 12th to 16th at Chautauqua, is to be held July 15th to 19th. An added feature will be a film forum under an expert discussion leader. Further information may be obtained from Alice Louise LeFevre, director of Library Education Department, Chautauqua Institute, Chautauqua, N. Y.

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Smithtown Library of Smithtown Branch, because of its Handley collection of Long Island material, is increasingly able to answer many genealogical and historical inquiries, received from persons all over the country. Cornelia H. Peck, librarian, also reports that the collection has been consulted during the past year by numerous persons doing historical research.

Educational Notes and News

NASSAU COUNTY SCHOOLMEN RETIRE

Three veteran schoolmen of Nassau county were honored at a testimonial dinner given by the Nassau County School Administrators recently, to mark their retirement from active service. The schoolmen are Superintendent Hannibal H. Chapman of Glen Cove, District Superintendent Wellington C. Mepham of Merrick and Supervising Principal Frank E. DeGelleke of Sea Cliff. The dinner was at the Bethpage Country Club. Superintendent Chapman was unable to attend because of illness but a testimonial was read for him.

Mr Chapman was graduated from Colby College in 1897 with the degree of bachelor of arts and studied at Yale University and New York University. He received his life certificate in 1904. He served as superintendent of schools at Hempstead and went to Glen Cove 22 years ago. Mr DeGelleke studied at the University of Rochester and also received his life certificate in 1904. They have known each other for at least 30 years. Mr Mepham, whose retirement is noted on another page of this issue of the Bulletin to the Schools, taught in Nassau county as a young man.

Mr DeGelleke writes: "I think that all of us in many ways are going to miss school work, but I guess we all feel that the time has come when we should take life a little easy."

RETIRING PRINCIPALS FETED

Two principals, one with 52 years of service and the other with 35 years, were honored at a testimonial dinner in Niagara Falls on May 14th by leaders of the city's school system. Both are retiring at the end of this school year.

They are Elmer A. Knowles, principal of the South Junior High School, who has served 52 years, and Helen M. Butler, principal of the Tenth Street School.

The organization which gave the dinner was the Round Table, composed of officials of the school department, school principals, department heads, supervisors and others directing the city's school system.

ALBERT HALL HONORED

Albert H. Hall, Chief of the Bureau of Public Service Training, State Education Department, has been elected chairman of the sectional committee on signs and outdoor display structures of the Building Code Correlating Committee of the American Standards Association.

The committee, composed of representatives of national associations and business interests, has been established to develop an American standard for erection and maintenance requirements for signs and outdoor display structures with respect to safety in construction, size and anchorage.

HONORARY DEGREES FOR DEPARTMENT HEADS

Four officials of the State Education Department received honorary degrees at college or university commencements this year. Dr Ernest E. Cole, Commissioner of Education, was the first, receiving on May 25th the degree of doctor of pedagogy from Oglethorpe University in ceremonies at Atlanta, Ga.

Keuka College on June 3d honored its retiring president, Dr J. Hillis Miller, now Associate Commissioner of Education, with the degree of doctor of letters. At the same time this college granted Charles Albert Brind jr, Counsel to the State Education Department, the honorary degree of doctor of laws.

Harold G. Thompson, Director of the Division of Examinations and Testing, received the honorary degree of doctor of laws from St Francis College of Brooklyn, on June 5th.

TRIBUTE TO PRINCIPAL

The auditorium of the Nichols Junior High School, Mount Vernon, was named the Arthur S. Townsend Auditorium on May 14th in a surprise tribute to the school's retiring principal, Arthur S. Townsend, who has served the city's educational system for 25 years.

A meeting called ostensibly as the closing election session was turned at once into a public tribute to Mr Townsend by Superintendent of Schools William H. Martin, Assistant Superintendent Catharine I. Rhodes and Frank J. Nardozzi, president of the board of education. Parents, teachers, pupils and school officials were present. Doctor Martin commended Mr Townsend, who has been directing the institution for the past 15 years, for his " vision, aggressiveness and loyalty to teachers, parents and central office," saying that Mr Townsend was responsible for the development of shop classes, commercial studies, art and guidance work at the school.

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Ella R. Shanahan, teacher and principal in Poughkeepsie schools for 30 years, died May 21, 1941.

NEW PRESIDENT

The new president of Keuka College is Dr Henry E. Allen, formerly professor of religion and sociology at Lafayette College in Easton, Pa. Doctor Allen, who is 39, succeeds Dr J. Hillis Miller, appointed Associate Commissioner of Education last February. Keuka College's new leader is a native of Orange, N. J., and had been with Lafayette College since 1930.

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NORMAL SCHOOL TESTS

A new opportunity for high school pupils who wish to enter a state normal school or the State Teachers College at Buffalo is provided in the announcement by Dr Hermann Cooper, Assistant Commissioner for Teacher Education, State Education Department, that a second series of selective admission examinations will be offered on July 12th.

The usual procedure for the applicant is somewhat modified in that the identification cards supplied through the high school principals are to be returned directly to the institution at which the applicant hopes to study.

CHARTERS GRANTED

The Board of Regents at its meeting on May 16th granted absolute charters to the Elmira School for Religious Education and the Pittsford Community Library.

The Regents admitted the following schools to the University: Christopher Columbus High School, New York City; Franklin Delano Roosevelt High School, Hyde Park; Patchogue Catholic High School.

The names of schools were changed as follows: Candor High School to Candor Central School; Catskill Free Academy to Catskill High School; Mexico Academy and High School to Mexico Academy and Central School.

COUNTY REDISTRICTED

Three supervisory districts in Schoharie county have been reduced to two, by order of the State Education Department, after a survey following the retirement of District Superintendent Orlando J. Ives of the present first district. The order making the change goes into effect August 1, 1941.

The new districts are:

First: Towns of Blenheim, Carlisle, Cobleskill, Jefferson, Richmondville, Seward, Sharon and Summit.

Second: Towns of Broome, Conesville, Esperance, Fulton, Gilboa, Middleburg, Schoharie and Wright.

EDUCATIONAL LEGISLATION

(Continued from page 318)

(c) A building which is to be attached to an existing building or buildings shall be deemed to be a new building and not an addition if the probable useful life thereof is not dependent upon the useful life of such existing building or buildings.

(3) Certain building alterations. The installation or reconstruction of the heating, lighting, plumbing, ventilating, elevator and power plants and systems in class "A" and "B" buildings, when not in connection with the original construction of such buildings, ten years; in class "C" buildings, five years.

(4) Land acquisition. The acquisition of land, thirty years.

(5) Playgrounds and recreational areas. The original improvement and embellishment of playgrounds or recreational areas, ten years.

(6) Equipment, machinery, apparatus or furnishings. The acquisition of original equipment, machinery, apparatus or furnishings for any physical public improvement or betterment, not included in any other subdivision hereof, five years.

(7) School buses. School buses, five years.

(8) Judgments and claims. (a) The payment of judgments or compromised or settled claims against a school district, except as hereinafter provided in this subdivision, five years.

(b) The payment of such judgments or claims for amounts aggregating more than one per centum of the average assessed valuation of such school district, ten years. The term "average assessed valuation" as used in this subdivision shall mean the average assessed valuation of the real property, subject to taxation, within a school district as determined by averaging the assessed valuation of such real property on the last completed assessment roll and the four preceding assessment rolls for such school district.

(9) Tax and revenue anticipation. Temporary financing in anticipation of:

(a) The collection of real property taxes levied or to be levied, five years.

(b) The receipt of moneys from the state or the United States government, three years.

The determination of the governing body of a school district, as to the classification herein

stated of the object or purpose for which bonds are issued or any other indebtedness is contracted shall be conclusive.

Chapter 828 adds subdivision 10 to section 492. It provides that whenever it shall appear that any school district has had an average daily attendance of five or less during the three years immediately preceding the first of July, if such district continues to maintain a school the succeeding year, it shall be entitled to receive for such year an amount equivalent to the average daily attendance of pupils in such district divided by 15 and multiplied by the amount it would be entitled to receive under the provisions of the Education Law. It is provided, however, whenever the Commissioner of Education is satisfied that the closing of the school in any district is impracticable or that the cost to such district of contracting for the education of its pupils would exceed the cost involved in maintaining a school in the district and such district maintains a school, he may apportion to such district the total amount of state aid to which it is entitled.

Chapter 843 amends the Military Law by inserting a new section 246, the former section 246 having been renumbered 248. The following are the provisions of the new section:

§ 246 Provisions applicable to public employees who are absent on military duty. 1 Definitions. As used in this section:

(a) The term "public employee" shall mean an officer or employee holding a position by appointment or employment in the state of New York or in the cities, counties, towns, villages or school districts thereof, or in any other political or civil division of the state or of a municipality, or in any public or special district, or in the service of any public authority, public benefit corporation, commission or board, or in any other branch of the public service.

(b) The term "military duty" shall mean military service in the military, naval, aviation or marine service of the United States subsequent to July first, nineteen hundred forty, or service under the selective training and service act of nineteen hundred forty, or the national guard and reserve officers mobilization act of nineteen hundred forty, or any other act of congress supplementary or amendatory thereto, or any similar act of congress hereafter enacted. It shall include time spent in reporting for and returning from military duty and shall be deemed to commence when the public employee leaves his position and to end when he is reinstated to his position, provided such reinstatement is within sixty days after the termination of military duty, as hereinafter defined.

(c) The term "termination of military duty" shall mean the date of a certificate of honorable discharge or a certificate of completion of training and service as set forth in the selective training and service act of nineteen hundred forty, and the national guard and reserve officers mobilization act of nineteen hundred forty or, in the event of the incurrence of a temporary disability arising out of and in the course of such military duty, the date of termination of such disability.

(d) The term "position" shall mean the office or position held by a public employee at the time of his entrance upon military duty.

2 Leave of absence and reemployment. Every public employee shall be entitled to absent himself from his position while engaged in the performance of military duty and shall be deemed to have a leave of absence for the duration of such military duty. Such public employee shall be reinstated to his position provided he makes application for such reinstatement within sixty days after the termination of his military duty. He may be so reinstated, at any time after such sixty-day period and within one year after the termination of his military duty, in the discretion of the appointing officer or body.

3 Substitutes. A position held by a public employee who is absent on military duty shall, so far as practicable, be continued in existence but shall be deemed temporarily vacant and shall be filled only when the public interest so requires. Any appointment to fill such vacancy shall be designated as a substitute appointment and the request for certification, the certification and the indicia of appointment shall show that the person is being appointed

as a substitute. Every such appointment shall be for a period not exceeding the leave of absence of the former incumbent and shall be made in accordance with the provisions of law applicable to such position, provided, however, that a temporary appointment may be continued for a period in excess of one year, notwithstanding the provisions of section fifteen of the civil service law. Such substitute employee shall acquire no right to permanent appointment or tenure by virtue of his service as a substitute. His rights, if any, with respect to appointment or tenure shall not, however, be impaired in any way by his acceptance of an appointment as a substitute and his name shall remain on any eligible or other list and he shall be certified as eligible for any other appointment authorized by law during the existence of such list.

The appointment of a substitute shall terminate (a) upon the return of the former incumbent to his position or (b) upon the death or permanent total disability of the former incumbent or (c) upon failure of the former incumbent to return to said position within sixty days after the termination of his military duty or (d) upon the appointment or promotion of the former incumbent to another position as authorized by subdivision six of this section, and, upon the happening of any of such events, said position may then be filled in the manner provided by law.

4 Pensions. Any public employee who is a member of any pension or retirement system may elect, while on military duty, to contribute to such pension or retirement system the amount which he would have contributed had his employment been continuous and upon making such contribution he shall have the same rights in respect to membership in the retirement system as he would have had if he had been present and continuously engaged in the performance of the duties of his position.

Time during which a member is absent on military duty, shall not constitute an interruption of continuous employment, but such time shall not be counted or included in determining the length of total service unless such member contributes to the retirement system the amount he would have been required to contribute if he had been continuously employed during such period. Such contribution, or any part thereof, may be paid at any time and from time to time, while in military duty, or within five years after the date of his restoration to his position.

A member of a pension or retirement system who receives civil compensation, pursuant to section two hundred forty-five of this chapter, in excess of the amount of his required contributions to such system shall, while on military duty, continue to contribute the amount which he would have contributed had his employment been continuous and such contributions shall be deducted from his civil compensation.

Any such member, while on military duty, or his beneficiary, as the case may be, shall be entitled to all benefits of the retirement system of which he is a member except accidental disability retirement and accidental death benefit.

5 Rights upon restoration to position. A public employee restored to his position after the termination of his military duty shall thereafter be entitled to the rate of compensation he would have received had he remained in his position continuously during such period of military duty and shall be deemed to have rendered satisfactory and efficient service in such position during the period of his leave of absence and shall not be subjected directly or indirectly to any loss of time service, increment, or any other right or privilege, or be prejudiced in any way with reference to promotion, transfer, reinstatement or continuance in office.

6 Appointment while on military duty. Any appointing officer or body may, in his or its discretion, fill a vacancy by the appointment or promotion of a public employee or any other person legally eligible for such appointment or promotion, notwithstanding the absence of such person or employee in military duty but such appointment or promotion shall not serve to increase in any degree any civil compensation which he may have been receiving pursuant to section two hundred forty-five of this chapter. Such employee, upon the termination of his military duty shall have the same rights, privileges and obligations as if he had served continuously in such position from the date of his appointment thereto.

7 Status of existing lists. Any public employee or other person, whose name is on any eligible list shall, while in military duty, retain his rights and status on such list. If such eligible list expires or is exhausted during such

military duty, such person or employee, upon request, shall be placed on a special eligible list and shall be certified in the order of his original standing on the list any available vacancy before certification shall be made from a subsequent eligible list for the same position. Names may be placed upon such special eligible list only in the event such names were reached for certification during the life of the original list. Such names shall remain on such special eligible list for a period of one year after the termination of such military duty.

8 Service and efficiency ratings. A public employee who is absent on military duty shall be credited with the same service or efficiency rating which he received for the period immediately prior to his absence on military duty but such rating shall not be less than a passing grade for the period of such absence. In computing seniority and service requirements for promotion eligibility, such period of military duty shall be counted as service in the position held by such employee.

9 Probationary service. If a public employee or other person enters military duty before the expiration of the probationary period in any position to which he may have theretofore been appointed, or to which he may thereafter be appointed or promoted pursuant to subdivision six of this section, the time he is absent on military duty shall be credited as satisfactory service during such probationary period.

10 Physical examination. If a physical examination is required for employment in or promotion to any position in the public service, the physical disability of a candidate incurred by reason of injury sustained or disease contracted while in military duty, as hereinbefore defined, or during the world war shall not be deemed to disqualify him for such position unless the disability is of such a nature as to prevent him from efficiently performing the duties of such position.

11 Preferred lists. If the position occupied by a public employee is abolished prior to the termination of his military duty his name shall be placed forthwith upon a preferred list, as herein provided. Public employees in the competitive class of the civil service shall have their names placed upon a preferred eligible list, pursuant to the provisions of section thirty-one of the civil service law and public employees subject to section eight hundred eighty-one of the education law shall have their names placed upon a preferred list as provided in such section.

12 Military reemployment lists. If the position occupied by a public employee, who is not included in the provisions of subdivision eleven of this section, has been abolished or is no longer in existence upon the termination of his military duty such employee, upon filing a written request within sixty days after the termination of his military duty, shall have his name placed, forthwith, upon a military reemployment list, as herein provided, for the position last held by him or any similar position. The military reemployment list for public employees in the classified civil service, other than in the competitive class, shall be established by the civil service commission having jurisdiction of such position and such list for public employees who are not in the classified civil service shall be established by the officer who makes payment of the wages or salary for such position. Separate lists shall be established for positions in the non-competitive and the labor class of the classified civil service. After the establishment of a military reemployment list it shall be made available to appointing officers and bodies and no position shall be filled until the appointing officer or body certifies to the civil service commission or to the disbursing officer, as the case may be, that no person on such military reemployment list, who formerly held the same or a similar position, is qualified to fill and willing to accept appointment to such vacancy. The civil service commission or the disbursing officer, as the case may be, shall refuse to approve the payroll for such position until such certificate is filed. Appointments from a military reemployment list may be made without regard to the order of standing on said list. Refusal to accept an offer of appointment to a position similar to that last held by such public employee shall cause the removal of his name from such list. Upon a failure or refusal to comply with the provisions of subdivisions eleven and twelve of this section, the supreme court is empowered, upon the filing of a petition or other appropriate pleading, by the public employee entitled to the benefits of such provisions, to specifically require compliance therewith, and may, as an incident thereto,

compensate such employee for any loss of wages suffered by reason of such unlawful action. The court shall order a speedy hearing in any such case and shall advance it on the calendar. Nothing in this subdivision shall be construed to apply to positions in the exempt class of the classified civil service.

13 Temporary and seasonal positions. The provisions of subdivisions three and five of this section shall not be applicable to a public employee holding a temporary or seasonal position, but such employee shall, nevertheless, be placed upon a military reemployment list, as provided in subdivision twelve of this section and, so far as practicable, shall be restored to a position similar to that held at the time such employee entered military duty.

14 Public employees appointed for a definite term. A public employee appointed for a definite term shall be deemed to have a leave of absence until his successor has been appointed, but not thereafter, for the purpose of determining his rights under this section.

15 Elective officers. The provisions of subdivision four of this section shall be applicable to an elective officer and he shall be deemed to continue in his office until his successor has been elected, but not thereafter, for the purpose of determining his rights under such subdivision. No other provisions of this section shall be applicable to elective officers.

16 Salaries. Nothing in this section shall be construed to give any public employee any claim for salary or compensation during his absence on military duty.

17 Certificates as to service. A certificate signed by the adjutant general of the army as to persons in the army or in any branch of the United States service while serving pursuant to law with the army of the United State, signed by the chief of the bureau of navigation of the navy department as to persons in the United States service while serving pursuant to law with the United States navy, and signed by the major general commandant, United States marine corps, as to persons in the marine corps, or in any other branch of the United States service while serving pursuant to law with the marine corps, or signed by an officer designated by any of them, respectively, for the purpose, shall when produced be prima facie evidence as to any of the following facts stated in such certificate: That a person named has not been, or is, or has been in military service; the time when and the place where such person entered military service, his residence at that time, and the rank, branch, and unit of such service that he entered, the dates within which he was in military service, the monthly pay received by such person at the date of issuing the certificate, the time when and the place where such person died in or was discharged from such service. It is the duty of the foregoing officers to furnish such certificate on application, and any such certificate when purporting to be signed by any one of such officers or by any person purporting upon the face of the certificates to have been so authorized shall be prima facie evidence of its contents and of the authority of the signer to issue the same.

Chapter 875 amends the provisions of the Workmen's Compensation Law so as to provide that school districts may bring their employes or officers within the coverage of that law and further provides that school district officers complying with the provisions of group 19 of subdivision 1 of section 3 of the Workmen's Compensation Law shall be deemed executive officers subject to the provisions of subdivision 6 of section 54 of that law.

Chapter 885 provides that the State Civil Service Commission shall administer the provisions of the Civil Service Law in each school district in the State except a city school district. This chapter further provides that all of the provisions of the Civil Service Law which apply to the administration of that law in cities, so far as the same are or can be made applicable, shall apply with equal force and effect to the administration of the Civil Service Law in the school districts of the State except that there shall be no labor class therein. Section 3 of this chapter amends section 10 of the Civil Service Law so as to provide that the State Civil Service Commission shall make rules for appointments and promotions and examinations to positions in school districts. Under this chapter in-

cumbents of positions who have been employed in school districts for a period of not less than one year immediately prior to the date fixed by the commission shall continue to hold their positions without further examinations and shall have all the rights and privileges of the civil service class to which such positions may be allocated. After July 1, 1942, however, all new positions thereafter created and vacancies occurring in existing positions shall be filled in accordance with the Civil Service Law and rules.

Chapter 915 adds section 722. This chapter empowers trustees and boards of education to organize school safety patrols and with the written consent of parents to appoint pupils as members thereof for the purpose of influencing and encouraging the safe use of highways and highway crossings by pupils. This chapter further provides that it does not authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic nor may any safety patrol member be stationed in the portion of the highway intended for the use of vehicular traffic. It is further provided that the patrol shall function only under the direction and control of the principal or teacher in charge of the school and that no liability shall attach either to the school district or anybody connected with the school district as an officer or employe by virtue of the organization, maintenance or operation of such patrol.

NOTE. The "no liability" provision is of doubtful legality.

Chapter 932 amends subdivision 1 of section 185. It provides that the building quota for central rural school districts must be determined according to the cost of the building as calculated as follows:

a For the purpose of calculating the building cost, the commissioner shall ascertain the number of pupils enrolled in grades one to twelve, inclusive, in the school districts comprising a central district at the close of the school year next preceding the date at which the voters approve a bond issue for a school building and shall add thereto, as a probable kindergarten enrolment, a number of pupils equal to the average number of pupils enrolled in grades one to six, inclusive, in such school districts. The pupil enrolment thus enumerated may be increased or decreased five per centum by the commissioner to compensate for school population trend in each central district just prior to the approval of a bond issue for a central school building.

b Upon the basis of the pupil enrolment thus ascertained, there shall be computed for each pupil shown thereby the sum of four hundred fifty dollars as a cost unit. The pupil enrolment multiplied by the cost unit shall constitute the cost of the building in a central district. The cost unit herein specified is based upon the cost of material and labor on October first, nineteen hundred forty and may be increased or decreased by the commissioner in proportion to the fluctuations in the cost of material and labor after October first, nineteen hundred forty. Schedules indicating such fluctuations, expressed in percentage terms of increase or decrease in the basic cost unit of four hundred fifty dollars, shall be prepared by the state industrial commissioner quarterly and delivered to the commissioner.

c The central district shall contribute to the cost of the building thus calculated, an amount equal to six per centum of the actual value of taxable property in the central district and the state shall contribute the remainder of the cost of the building, thereby making the building quota to be apportioned and paid by the state the amount obtained by multiplying pupil enrolment by cost unit minus six per centum of the actual value of taxable property.

d The actual valuation of taxable property shall be ascertained by taking the assessed valuation of such real property as it appears upon the last assessment roll of the town or city in which such property is located, after revision as provided by law, and by applying thereto the ratio, as determined by the state department of taxation and finance, which such assessed valuation bears to the actual valuation of such property and adding the assessed valuation of the personal property in such district.

e The building cost as herein computed shall not prohibit a central district from exceeding the computed building cost, but any increase shall be borne by the local district. If additional outlay is planned, however, the district voters shall be so advised of the amount involved before voting to bond the district for the amount.

f If a central district decides to plan for only a part of the enrolment, either in new building or in an addition to existing building, the building formula shall be applied except that the local district and state shall contribute in terms of the ratio established if the entire enrolment had been planned. If the entire enrolment is not planned in the initial outlay, that shall not prohibit the district on some future date from receiving state assistance for various buildings or additions for the enrolment beyond the enrolment already cared for. If in a central rural school it is found possible to utilize exisiting facilities, the state and the district shall bear the cost of any necessary repairs, modernization, and/or alterations in the same ratio as they would for new building facilities, except that the computed cost for such repairs, modernization, and/or alterations shall not exceed one hundred dollars per pupil. Under no circumstances will the state contribute more than its share that would result from the building formula prescribed in subdivision one of this section.

g The provisions of this section shall not apply to school buildings for which a bond issue has been approved by the voters prior to the time when this section as hereby amended takes effect, but such building shall be constructed according to the provisions of this section as they existed prior to the amendments hereby made to this section.

The provisions of this chapter, however, do not apply to school buildings for which a bond issue has been approved by the voters prior to May 2, 1941, when this chapter took effect, but such buildings must be constructed according to the provisions of the section as they existed prior to the effective date of the chapter.

This chapter also amends subdivision 2 of section 185. The amendment states that in the event a school district acquires a school building by gift or otherwise without cost to the district, the Commissioner of Education shall apportion a building quota computed according to the building formula prescribed in subdivision 1 of this section.

Chapter 935 authorizes the board of education of New York City to permit an employe to occupy an additional office or employment with such board or with the State or any civil division or agency thereof. The additional office or employment must be for the purpose of giving instruction in evening trade extension and apprentice training classes operated by the board of education during the present national emergency. The provisions of this chapter terminate not later than April 1, 1942.

Chapter 936 amends section 578. The optional provisions of this section have been made mandatory by this amendment so that trustees and boards of education must provide children who attend schools other than public with all or any of the health and welfare services and facilities authorized by law and now granted or hereafter made available by voters and trustees or boards of education for children in the public schools in so far as these services and facilities may be requested by the authorities of the schools other than public. This chapter also mandates local health authorities, public welfare districts and towns to provide nonpublic school children with all or any of the health and welfare services and facilities authorized by law and now granted or hereafter made available by such public authorities for the children in the public schools in so far as these services and facilities may be requested by the authorities of the schools other than public.

With this issue of the Bulletin to the Schools, publication is suspended until September. An index to volume 27 will be prepared and will be sent upon request to the Bureau of Publications.